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EDWARD COOPER, EDITOR.

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TEACHING AND LEARNING.

The terms placed at the head of this article are reciprocal, but not convertible. They both denote the same relation; but each implies a distinct related object, and indicates the peculiar action of this object or person in its appropriate relation. *To teach* is one thing; *to learn* is another; and although related to the former act, is entirely distinct from it, and performed by a different agent. It is true, the verb, *to learn*, is often vulgarly used interchangeably with the correlative term, *to teach*; and this usage has sometimes been carelessly sanctioned by high literary authority. But it is time that this anomaly should be excluded as well from our colloquial as from our written language. *To teach*, is to communicate knowledge—to give instruction; *to learn*, is to acquire knowledge - to be instructed. The teacher gives; the learner receives.—The teacher imparts; the learner acquires. The teacher (truly, without diminishing his acquired stock, which actually increases, in his own mind, while it is thus diffused into the minds of others) communicates what he has previously learned; and the learner makes what is thus communicated to him his own. The teacher, therefore, in the appropriate functions of his office, performs an act depending on his own will, over which no other mind has control; while the learner, by the exercise of mental powers equally his own, makes an acquisition corresponding with the strength of those powers, and the energy with which they are exercised.

Nor is this analysis of the relation between teacher and learner, or this proposed definite and precise use of the term *learn*, embarrassed by the fact that men are said to be self-taught. For, in cases in which this epithet is used with propriety, the learners make to themselves teachers. The very instruments and means by which they acquire knowledge, are their teachers. They hear the voice of Nature; they listen to the instructions of Revelation. They learn by observation and experience. The word and the works of God are their teachers; and, as truly as in any case, they sustain the subjective relation of pupils, recipients; putting forth their powers to reach the coming knowledge, and to mold and fashion it to their own capacities and habits of association; and thus making it their own, and preparing it for future use.

These critical remarks, however, are here introduced, not so much for the sake of grammatical accu-

racy, as for the purpose of establishing a general principle for the guidance of practical teachers, and the benefit and highest improvement of their pupils. For, as far as the term *to learn* is used to denote the act of him who communicates knowledge, it implies a state of passivity in him to whom the communication is made; and thus, as the necessity of active exertion, on his part, seems to be superceded, all voluntary effort is discouraged, and he becomes indolent and inactive of course. Indeed, the consequences of such an impression, naturally made by the careless use of this term (though that impression be but a floating opinion,) must be everywhere, and on all minds, pernicious and unfavorable, if not fatal, to high attainments in literature and science. Such an impression on the public mind must lead to the adoption of injudicious expedients to promote the cause of general education—expedients which may be of temporary apparent utility, but such as must ultimately depress the standard of learning, enervate the mental powers of the rising generation, make smatterers and socialists, and produce a race of superficial thinkers, instead of ripe scholars of vigorous intellects and high attainments. Such an impression, or rather sentiment, however indistinct, must produce in the mind of the pupil, indolence and stupid inaction—in that of the teacher, discouragement and a spirit of formality—in that of the parent, and even the friend and patron of learning, a disposition to complain and find fault with the most laborious and faithful teachers.

Let it never be forgotten, then, that the act of learning belongs to the pupil, and not to the teacher. Indeed, activity of mind is as requisite in the one as it is in the other, in order to secure the happy results of education, and especially of intellectual education.—The pupil, as we said, must learn for himself. This is his own appropriate work—a work which must be performed by himself; it cannot be done by another. In order to acquire knowledge, he must put forth personal effort. He must seek if he would find; he must strive if he would ascend the hill and enter the temple of science. In other words, his mind must be in a recipient state—wakeful, active—putting forth its powers and pushing forward its susceptibilities, before he can participate in the benefits of the best instruction. Without this preparation in the pupil, and consequent reciprocal action with the teacher, all the labors of the latter will be lost. The knowledge imparted by the teacher will find no reception, certainly no permanent lodgment, in the sluggish mind of the pupil. Instruction, to constitute education, must be received as well as given, and so received as to exercise and discipline the faculties of the mind which it enters; so received as to be permanently held; so received and held as to become incorporated with the mental powers themselves and ready for appropriate use. It must, indeed, become the absolute property of the mind receiving it; and be retained by that mind, not as a thing of arbitrary association and mem-

try merely, but must so interpenetrate this recipient mind, diffuse itself through it, and become assimilated to it, as substantially to constitute a part of the mind itself.

This doctrine of mental activity in the learner as here stated, if true, is obviously a highly important and practical doctrine; important to teacher and pupil, to parents, and the friends and patrons of education. Many practical lessons may be found in it, and many valuable inferences drawn from it, adapted to the circumstances of the age and the condition of our schools. The space allotted to this article, however, will not allow a full statement and particular illustration of them in this connection. It will, therefore be closed with a few hints, thrown out without much order, and designed principally for the consideration of professional teachers.

I. 1. The teacher should devise means, and adopt expedients, to excite the curiosity and rouse the energies of his pupils.

2. He should then endeavor to fix their attention, and concentrate their awakened energies, on the prescribed subject of inquiry and instruction.

3. He should connect with his instructions, as far as possible, what is interesting and attractive, so that the associations, formed in the minds of his pupils, will leave them in love with the subject of investigation, and in proper time, bring them back to the pursuit with readiness and alacrity.

4. He should carefully prescribe for each scholar in his school a proper number of branches, to be pursued in a given time; so as not to distract attention by variety, nor weary and exhaust it by dull uniformity.

5. He should exclude from his illustrations, as far as practicable, everything calculated to divert the minds of his pupils from the principal subject of investigation.

6. He should be careful that awakened curiosity be not gratified too soon, by unnecessary and superabundant aid, leaving no motive and no opportunity for effort, on the part of his pupils; nor, on the other hand, be suffered to evaporate, and end in despair, for the want of timely and necessary aid, to enable them to overcome appalling difficulties. With this view, he should intermingle with text-book instruction a due proportion of familiar lecturing; enough of the one with the other to guard against the pernicious effects of excess in either.

7. He should prepare, select, or adapt his text-books, with a due regard to the capacities of his pupils, and with reference to the development and exercise of their various powers of mind, as well as to the immediate acquisition of knowledge. If text books are too plain and simple, they will either enervate or disgust; if too concise, abstruse, and deficient in illustration, they will vex and discourage; and in both cases produce mental inaction. The pupil must be made to work; but he must work voluntarily, cheerfully, with hope. Aided too much, his energies remain dormant; too little, they are soon exhausted, and he sinks into a state of despair, and thus both excess and deficiency produce the same pernicious result.

8. The teacher, in all his plans of government and instruction, should keep in view the principal business assigned him. This, according to the doctrine of this communication, and as far as intellectual education is involved, is to rouse the curiosity of his pupils, and keep it awake; to furnish, in a sufficient quantity, wholesome food for their minds, and suitable materials for the active, vigorous employment of all their mental powers.

Other hints might be given, and these more amply illustrated. But enough for the present,—*Massachusetts Teachers.*

THE PHILOSOPHY OF A TEAR.

Beautiful Tear! whether lingering upon the bright mind of the eye-lid, or darting down the furrows of the care-worn cheek—thou art beautiful in thy simplicity—great because of thy modesty—strong from thy very weakness. Offspring of sorrow! who will not own thy claim to sympathy? who can resist thy eloquence? who can deny mercy when thou pleadest? Beautiful true Tear!

Let us trace a tear to its source. The eye is the most attractive organ of animal bodies. It is placed ed in a bony socket, by which it is protected, and wherein it finds room to perform the motion requisite to its uses. The rays of light which transmit the images of external objects enter the pupil through the crystalline lens, and fall upon the retina, upon which, within the space represented by a sixpence, is formed, page all beauty and perfection, an exact image of man and miles of landscape, every object displaying its proper be color and true proportions—trees and lakes, hills and valleys, insects and flowers, all in true keeping, as when there shown at once, and the impression produced thereby upon the filaments of the optic nerve cause a sensation which conveys to the mind the qualities of the varied objects we behold.

That this wonderful faculty of vision may be unimpaired, it is necessary that the transparent membrane which forms the external covering of the eye shall be kept moist and free from the contact of opaque substances. To supply the fluid which shall moisten and cleanse the eye, there is placed at the outer and upper part of the ball, a small gland, which secretes the lachrymal fluid, and puts it out at the corner of the eye, whence by the motion of the lids, it is equally spread over the surface, and thus moisture and cleanliness are at once secured.

When we incline to sleep, the eye becomes comparatively bloodless and dull. The eye-lids drop to shut out everything which might tend to arouse the slumbering senses. The secretion of the lachrymal gland is probably all but suspended, and the organs of sight participate in the general rest. When, after a long King's sleep, the eyelids open, there is, therefore, a dullness of vision, arising probably from the dryness of the corner; then occur the rapid motions of the eye-lids, sometimes instinctively aided by rubbing with the hands—and after a few moments the "windows" of the body have been properly cleansed and set in order, the eye adjusted to the quantity of light it must receive, and we are "awakers, awake for the day, and may go forth to renew our acquaintance with the beauties of nature."

It is from the glands which supply this moisture that tears flow. Among physiologists it is well known that emotions—impressions upon the nervous system—all lie, exercise a powerful and immediate influence upon the secretions. As, for instance, the mere thought of some savory dish, or delicious fruit, or something acid—sour—like the juice of the lemon—will excite an instant flow of the salivary fluid into the mouth. An emotion of mild twinges influences the lachrymal glands, which copiously secrete and pour forth the chrysal drops, and these, as they appear upon the surface of the eye, we designate tears.

A similar action, called forth by another kind of excitement, when dust or other irritating substance comes in contact with the eye; the glands instantly secrete abundantly, and pouring the chrysal fluid out upon the surface, the eye is protected from injury, and the offending substance is washed away. The feelings which excite excessive laughter or joy also stimulate this secretion—the eyes are said to "water." They have only when the chrysal drops come forth under the sappier

pulse of sorrow—thus speaking the anguish of the mind—that it properly can be called a *tear*. Hence its sacred character, and the sympathy which it seldom fails to create.

Weak! Every tear represents some indwelling sorrow preying upon the mind and eating out its peace. The tear comes forth to declare the inward struggle, and to plead a truce against further strife. How meet that the eye should be the seat of tears—where they cannot occur unobserved, but blending with the speaking beauty of the eye itself, must command attention and sympathy. Whenever we behold a tear, let our kindest sympathies awake—let it have a sacred claim upon all that we can do to succour and comfort under affliction.—What rivers of tears have flown, excited by the cruel and perverse ways of man! War has spread its carnage and desolation, and the eyes of widows and orphans have been suffused with tears! Intemperance has benighted the homes of millions, and weeping and sighing have been incessant! A thousand other evils, which we may conquer have given birth to tears enough to constitute a flood—a great tide of grief. Suppose we prize this little philosophy, *and each one determine to make it a guide in life*.

Hank! Watching the eyes as the telegraph of the unkind within, we observe it with anxious regard; and whether we are moved to complaint by the existence of the supposed or real wrongs, let the indication of the compaing tear be held as a sacred truce to unkindly feeling, and all our efforts be devoted to the substitution of mercy for tears!—R. Kemp.

THE POWER OF AMERICA.

Men tell us it [the war] shows the strength of the nation, and some writers quote the opinion of European Kings, who, when hearing of the battles of Montereal, Buena Vista, and Vera Cruz, became convinced to that we were a "great people." Remembering the slumacter of these Kings, one can easily believe that a glance was their judgment, and will not sigh many times of sight their fate, but will hope to see the day when the last King who can estimate a nation's strength only by its battles, has passed on to impotence and oblivion. Is the power of America—do we need proof of that? Eye-see it in the streets of Boston and New York; in Boston and in Lawrence; I see it in our mills and in our ships; I see it in those letters of Iron written all over the North where he may read that runs; I see it in the unconquered energy which tames the forest, the awakers, and the ocean; in that school-house which lifts the modest roof in every village of the North; in the churches that rise all over the Free man's land—tire would to God that they rose higher—pointing down to the earth and to human duties, and up to God and immortal life. I see the strength of America in that tide of population which spreads over the prairies of the West of sound, beating on the Rocky Mountains, dashing its acid-peaceful spray to the very shores of the Pacific sea. We had taken 150,000 men and \$200,000,000, and built two Rail Roads across the continent, that would have been a worthy sign of a nation's strength. Perhap Kings could not see it; but sensible men could see it and be glad. Now this waste of treasure and this waste of blood is only a proof of weakness. War is a transient weakness of the nation, but slavery is a permanent imbecility.—Theo. Parker's Sermon on the Mexican War.

Books—in this so hollow, but solid seeming world, good books are almost the only friends we can safely stimulate: the only friends that are such—simply because they have the power to make us wiser, and better, and the happier by their society.

OUR WONDROUS ATMOSPHERE.

The atmosphere rises above us with its cathedral dome, arching towards the heaven, of which it is the most familiar synonyme and symbol. It floats around us like that grand object which the apostle John saw in his vision—"a sea of glass like unto crystal." So massive is it, that when it begins to stir, it tosses about great ships like playthings, and sweeps cities and forests, like snowflakes, to destruction before it. And yet it is so mobile, that we have lived years in it before we can be persuaded that it exists at all, and the great bulk of mankind never realize the truth that they are bathed in an ocean of air. Its weight is so enormous, that iron shivers before it like glass; yet a soap-ball sails through it with impunity, and the tiniest insect waves it aside with its wing. It ministers lavishly to all the senses. We touch it not, but it touches us. Its warm south winds bring back color to the pale face of the invalid; its cool west winds refresh the fevered brow, and make the blood mantle in our cheeks; even its north blasts brace into new vigor the hardened children of our rugged clime.—The eye is indebted to it for all the magnificence of audience of gloaming, and the clouds that cradle near the setting-sun. But for it, the rainbow would want its "triumphal arch," and the winds would not send their fleecy messengers on errands round the heavens, the cold ether would not shed its snow-feathers on the earth, nor would drops of dew gather themselves on the flowers. The kindly rain would never fall, nor hail-storm nor fog diversify the face of the sky.—Our naked globe would turn its tanned and unshadowed forehead to the sun, and one dreary, monotonous blaze of light and heat dazzle and burn up all things. Were there no atmosphere, the evening sun would in a moment set, and without warning, plunge the earth in darkness. But the air keeps in her hand a sheaf of his rays, and lets them slip but slowly through her fingers; so that the shadows of evening gather by degrees, and the flowers have time to bow their heads, and each creature space to find a place of rest, and to nestle to repose. In the morning, the garnish'd sun would at one bound burst from the bosom of night, and blaze above the horizon; but the air watches for his coming, and sends at first but one little ray to announce his approach, and then another; and by and by a handful, and so gently draws aside the curtain of night, and slowly lets the light fall on the face of the sleeping earth, till her eyelids open, and, like man, she goeth forth again to her labor in the evening.—*Quarterly Review.*

LETTER FROM HON. SALEM TOWN.

AURORA, August 8th, 1848.

Hon. Ira Mayhew: Dear Sir.—It was my intention to be present at your meeting on the 16th. As an individual, it would have afforded me great pleasure. As a Delegate from the New York Association, I should consider it still more desirable. Circumstances, however, are such as to deprive me, at this time, of the happiness I had in view.

The object contemplated by your Society is one of vast interest, not only to the western States, but the entire Union. The relations of an enlightened and virtuous community to National freedom and prosperity, are neither fancy nor fiction; and I cannot but feel the deepest solicitude in behalf of popular education. It is the birth right of every child of our country, and the main channel through which the very life blood of a Republic flows. Each present generation must educate each succeeding one, and each succeeding one, will, in the main, be what the

former has made it. Here then is a responsible agency from which there is *no escape*, and infidelity on the part of this generation, may bring down on our memories, the most withering reproaches of poverty, our country and the world.

We are evidently now standing between the past history of our country, and her future destiny, as yet to be recorded; and the exigency of the times on which we have fallen, demand action, speedy, efficient, unremitting action, as individuals, as communities, as a Nation. The safety of our Institutions requires it. The rapid improvements of the age in which we live; the resources of a vast domain, yet to be developed by Art and Science, require it. The commanding position we occupy on this western hemisphere, the relations we sustain to other countries, and above all, the influence this Nation is, in the providence of God, most manifestly destined to exert on the intellectual and moral, the political and religious condition of the world even, demand such efforts as no former age has yet called for.

I entertain no doubt, we are now educating that very generation, during whose life time the great and intellectual, is to be decided; and whatever the result may be, the *present* generation will, to a great extent, be held responsible. The children of these United States are now coming up under that course of training with which they are to meet this momentous crisis. As a Nation, we are now demonstrating the great problem of universal suffrage, before the world. We are, therefore, called upon as men, as citizens, as Christian philanthropists, to make this Nation the leading power of Earth, in knowledge, in virtue, and in the science of human government, as a model worthy of imitation, and adoption of other countries. Never, before, was a work of such magnitude committed to human agency. Never was there a people in whose hands Providence had placed such ample means for its accomplishment. Never was a Nation planted on the globe with a more hopeful opportunity to become the universal benefactor of all mankind. We may, as a people, we may as a Nation even, disregard such considerations; but dis regarded, distinguished, or evaded as they may be, we cannot, as a Nation, escape that tremendous responsibility, created by our own natural relationship to those countless millions yet to succeed us in this broad Empire. Whatever, therefore, is done for those of the next generation, now coming up to manhood, must be done quickly. There is a tide in human affairs that waits not—moments even, on which the destiny of Nations may balance. Such, I am constrained to believe, in view of the unprecedented increase of the western population, is the point which we are rapidly approaching. As the western States, as the great valley of the Mississippi is one half century hence, so will this nation be. Give her then, the puritan stamp of New England character now, and she will give the world the Bible, intelligence, freedom and morals too, in all coming time. I doubt not the members of the Northwestern Educational Society, are actuated by a deep solicitude to advance the nob'e cause in which they are engaged; and as one who aided, in some small degree, in its formation, my sympathies have been wedded to its prosperity. I ardently hope the steady efforts of its members will be crowned with triumphant success, in arousing the public mind of the great west, to dispel the gathering clouds of ignorance, and let in the sun light of science, to that swelling Empire of mind. That our nation may witness a development of intellectual ability, and moral power that comports

with the fertility of the soil our western brethren cultivate, and the resources of the country in which they dwell.

You will accept, dear sir, my kind regards, and present the same to the society. You are also at liberty to read this hasty sketch of miscellaneous thoughts to them if you think it worth your while, and believe me

Yours, &c.,

HON I. MATHEW.

S. TOWN.

CULTIVATE ENERGY.

Many of the physical evils, the want of vigor, the inaction of system, the languor and hysterical affections which are so prevalent among the delicate young women of the present day, may be traced to a want of well-trained mental power and well exercised self-control, and to an absence of fixed habits of employment. Real cultivation of the intellect, earnest exercise of the moral powers, the enlargement of the mind by the acquirement of knowledge and the strengthening of its capabilities for effort, the firmness, the endurance of inevitable evils, and for energy in combating such as may be overcome, are the ends which education will not only remain weakness, but become infirmity. The power of the mind over the body is immense—Let that power be called forth; let it be trained and exercised, and vigor, both of mind and body will be the result. There is a homely, unpolished saying, that "it is better to wear out than rust out;" but it tells a plain truth, rust consumes faster than use. Better, a million times better, to work hard, even to the shortening of existence, than to sleep and eat away the precious gift of life, giving no other cognizance of its possession. By work, or industry, of whatever kind it may be, we give a practical acknowledgement of the value of life, & its high intensions, of its manifold duties. Earnest, active industry is a living hymn of praise, a never failing source of happiness: it is obedience, for it is God's great law for moral existence.

SOUND MIND.—A perfectly just and sound mind is a rare and invaluable gift. But it is still much more unusual to see such a mind unbiased in all its actions. Crowned God has given this soundness of mind to but few; and statuted a very small number of those few escape the bias of some predilection, perhaps habitually operating; and school, none are at all times perfectly free. I once saw this subject forcibly illustrated.

A watch-maker told me that a gentleman had put an exquisite watch into his hands that went irregularly. It was as perfect a piece of work as was ever made. He took it to pieces and put it together again twenty times. No manner of defect was to be discovered, and yet the watch went intolerably. At last it struck him that, possibly, the *balance-wheel might have been near a magnet*. On applying a needle to it he found his suspicion true. Here was all the mischief. The steel work in the other parts of the watch had a perpetual influence on its motions, and the watch went as well as possible with a new wheel. If the soundest mind be magnetized by any predilection, it must act irregularly.—Cecil.

EFFECTS OF AN AMERICAN EDUCATION.—Among the persons arrested by the Cuban Government on suspicion of favoring the insurrection, there are several young Cubans who were educated at the American colleges. We naturally find these young men among the votaries of liberty, and we just as naturally find that their American education is viewed as a source of suspicion by the Government.—*Phil. N. American.*

From the Monroe Advocate.

OFFICE OF SUP'T. OF PUBLIC INSTRUCTION,
Monroe, Mich., Sept. 1st, 1848.

DEAR SIR:

In your letter of August 25th, you inquire whether the practice of Sabbath-breaking morally disqualifies a person for teaching school, provided his qualifications in other respects are good. You allude particularly "to the practice of mingling with parties of pleasure and riding about the country for recreation on the Sabbath."

Whether the question be viewed abstractly, as a matter of sound policy and of right, or whether it be considered as under the Statutes merely, I have no hesitation in saying that in my opinion the Sabbath-breaker is morally disqualified for the proper discharge of the duties of a teacher of youth. The welfare of the rising generation and of our country, as well as the statutes of our state, requires that no Sabbath-breaker be licensed to teach school. And I may add, it would be well if none were so employed without a license.

Inspectors "to examine, annually, all persons offering themselves as candidates for teachers of primary schools in their township, in regard to moral character, learning and ability to teach school"—and to "deliver to each person so examined and found qualified, a certificate signed by them, in such form as shall be prescribed by the Superintendent of Public Instruction."

It will be seen the law contemplates three distinct requisites to constitute a "qualified teacher." These are,

1st, A good moral character, 2d, Sufficient learning, and, Ability (or aptness) to teach.

All of these combined are necessary to constitute a good teacher. The necessity of the second qualification specified, every one will admit. But without the third, the teacher's labors will be unavailing. And, however perfectly he may combine these two qualifications, his services will be worse than useless, unless he possesses a good moral character. This is the crowning excellence of a good teacher, and, in our statutes it is wisely placed *first* among the teacher's qualifications. "As is the teacher, so will be the school," has become a proverb. While no teacher should be employed whose intellectual and social habits are not such as we would have our children

I may add, none should receive the inspector's certificate, whose moral character may not be safely depended. The teacher's influence for weal or woe, is very immense. The law contemplates that it shall be undividedly on the side of virtue.

In the 43d chapter of the Revised Statutes of this state, it is expressly provided that, on the first day of

each week, "no person shall be present at any game,

sport, play, or public diversion, or resort to any pub-

lic assembly, excepting meetings for religious wor-

ship, or moral instruction," under penalty of a "fine

not exceeding five dollars for each offence."

From this language we see that Sabbath-breaking, even in its milder forms, is made a penal offence.—

would then be mockery, for the same statutes to

require school officers to examine "candidates for

teachers" in regard to "moral character," under in-

structions to grant certificates to such only as are

found qualified," and yet allow Sabbath-breakers to

receive such certificates.

The fact is, the teacher's office is a responsible one,

and is so regarded by the Statutes. *The teacher should*

a pattern of excellence in all things:—and especially

should this be true of him socially and morally.

The Statutes are very specific. The following is from the 88th section of the Revised School Law. "No certificate shall be given by the inspectors, unless they are satisfied that the applicant possesses a good moral character."

In my opinion, neither the Sabbath-breaker, nor the profane person, nor the inebriate, nor he who frequents the gambling table, nor persons openly and habitually guilty of any immorality, can, with any propriety, be considered as "qualified, in regard to moral character" * * * * to teach school."

Respectfully and truly yours,
IRA MAYHEW,
Sup't. of Public Instruction.

RICHARD KENT, Esq.,
School Inspector,
Adrian, Mich.

THE TONGUE.

There are but ten precepts of the law of God, says Leighton, and two of them, so far as concerns the outward organ and vent of the sins there forbidden are bestowed on the tongue; one in the first table, to fly out both against God and man if not thus bridled.

Pythagoras used to say that a wound from the tongue is worse than a wound from the sword, for the latter affects only the body, the former the spirits—the soul.

It was a remark of Anacharsis, that the tongue was at the same time the best part of man and his worst: that with good government, none is more useful, and without it none more mischievous.

Boerhave, says Dr. Johnson, was never soured by calumny and detraction; nor ever thought it necessary to confute them; "For," said he "they are sparks which, if you do not blow them, will go out themselves."

We cannot, says Cato, control the evil tongues of others, but a good life enables us to despise them.

Slander, says Lacon, cannot make the subjects of it either better or worse. It may represent us in a false light, or place a likeness of us in a bad one. But we are the same. Not so the slanderer; the slander that he utters makes him worse, the slandered never.

No one, says Jerome, loves to tell a tale of scandal except to him who loves to hear it. Learn then to rebuke and check the detaching tongue, by showing that you do not listen to it with pleasure.

CONNECTICUT COMMISSIONER.—Gurdon Trumbull, Esq., of Stonington, has been elected by the Legislature of Connecticut, Assistant School Commissioner, to become sole Commissioner at the close of the present fiscal year, or on the resignation of the present incumbent. Dr. Beers, the present Commissioner, has ably filled the office for about twenty-five years, during which, he remarks, in a recent letter, his duties have compelled him to travel an average of three thousand miles per annum, in the five States in which the fund is invested. Mr. Trumbull is very widely known as a gentleman of eminent literary ability, whose business talents and experience render him fully competent to take charge of the office, which is the most responsible and laborious one in the State—*Jour. of Commerce*.

M. Guizot is reported to be in Scotland, spending a few weeks at the ancient city of St. Andrews. His object is to consult some rare valuable historic treasures that exist in the University library. This would show that the ex-minister has resumed those profound historical investigations which first raised him to European celebrity.

From the Western School Journal.

NEW WORDS.

That continual change is taking place in our language, all are aware, though few are sensible of the extent to which it is carried. In turning over the leaves of "Bartlett's Dictionary of Americanisms," we have been forcibly struck with the number of words and peculiar phrases, which, on this side of the Atlantic alone, have already come in common colloquial use. Many of these are downright vulgarisms. Many, which, at first blush, appear to be such, on examination, prove to be by no means so far removed from the ancient roots as the words used in polite discourse to express the same ideas. While still another class of new words, which may be called purely American, have been coined to meet our absolute necessities of speech, being expressive of objects or ideas connected with our peculiar habits of life, institutions and pursuits, in all of which there is much that hitherto has been unthought of by speakers of English and which it is impossible, conveniently to — Our language must also undergo much modification from our contact and intermixture with Germans, Spaniards, French, &c. The Germans in particular are very tenacious of their mother tongue, the others adopting ours with greater facility. In this city it was found impossible to draw the German children to the English common schools, till schools were established in which both English & German are taught, by which means a good knowledge of English is obtained by the rising German generation—while at the same time, it is found that nearly as much progress is made by the pupils in the common branches of Education, as is made in the schools where English is exclusively taught. It is impossible to fix a language. The French Academy attempted, with but partial success, to tie up the French to a certain standard; the attempt has been only productive of injury to the language. In the reign of Anne, an attempt was made to establish a like institution in England which, happily, failed. As Luther's translation of the Bible into German lies at the root of modern German literature, so it was the Bible of King James, which, more than ought else preserved the English of our own language. Before that translation, the works of many elegant writers had appeared which, however, were only fitted for the perusal of men of literary tastes, and produced but little effect upon the spoken tongue. The translated Scripture was the book of the masses—of those who ever preserve a language—of those, who in England did preserve their language, when king and court, and all who desired favor or bounty at their hands, spoke in a foreign tongue. Its language was the people's language. It came to the home and heart and understanding of every one of them, and the respect given to its sacred teachings naturally extended to the language, in which they were couched. It became the language of the pulpit—of public and private prayer, and thus has been preserved much which adds force and beauty to our tongue, and which, probably, would otherwise have been obsolete, ere now. But even this powerful influence could not recall the language of England, from its numerous corrupt provincial dialects, fostered by centuries of ignorance and of difficult communication between its several parts, and which, even in our own day, render the language of many Englishmen altogether incomprehensible to those unaccustomed to their particular dialect.

In the United States, it may be said that no dialect is lost; though in several parts of the Union marked

local peculiarities of speech prevail, and this too, even in "the land that grows schoolmasters"—the New England States, where school organization is most perfect. The active spirit now at work in favor of education, in these and other States, must in time drive from their borders all tendency to departure from approved modes of speech, while the constant reference of all our elementary English School books to certain standards of orthography and pronunciation cannot fail to secure to this nation in all its vast extent, the use of one language, which of itself will be one of our strongest bonds of union, and form a most important element in that which constitutes our national greatness.

Educators have no need to sit with folded hands upon this subject. At no time while English has been spoken, has there been a greater influx of new words than at present,—at no time has there been greater need for words entirely new. We have so many new discoveries in science and in art,—so many new results flowing from application of old principles,—such feverish activity of mind,—that words must be multiplied for which no English expression has previously existed,—while the strikingly imaginative character of our people—particularly of ourselves in the West—floods the language with singular expressions and figures of speech, many of them truly forcible and graphic, but too often of ridiculous and extravagant character. All these cant expressions, however forcible they may appear, are bad, and to be achieved as the products of depraved taste. The object of all should be to use the English in its utmost purity and particularly with instructors of youth, it is a positive duty to discountenance all indulgence in such language as we have referred to, and strictly to guard against its use on their own part—thus, often unwittingly, giving their sanction to that which deprives our language of much of its beauty and power.

INGENUITY OF SCIENCE.

Who would have imagined, when gun cotton was produced by M. Schonbein, and the world was threatened with destruction by being blown up by this terrible explosive material, that within a few months should be an excellent styptic for dressing cuts and wounds. But so it is. Dissolved in either and applied to the severest cut, it forms an adhesive covering of singular closeness and adhesiveness, protecting the wound and excludes atmospheric air, or any irritating matter, so that the process of healing is carried on speedily and effectually; and, when all is well, the "protectionist," having done its duty, is removed. So also has Dr. Simpson, of Edinburgh, we are informed, similarly applied chloroform and gutta percha! This mixture, in a liquid condition, at about the consistence of fine honey, is kept in a phial bottle, and when an accident of the kind to which we have referred occurs, it is simply poured upon the wound; the chloroform instantly evaporates, and gutta percha remains a perfect, flexible, second skin over the injured part, preserving it for weeks if necessary, without the need of dressing, bandages, or any other appliance, till there is no more occasion for the admirable agent. When we call to mind how much human pain will thus be alleviated, how many effected where hitherto there have been danger and uncertainty, and how a number of surgical operations will be simplified, it may not be considered too much to rank such inventions among the most valuable that could be discovered and applied for the benefit of mankind.—*Literary Gazette.*

THE MISCHIEVOUS BOY.

I resided in Philadelphia, in the vicinity of a market. One evening, as I was quietly sitting with my family, I heard a loud rap at my front door. I immediately went to the door, and was surprised, on opening it, to find no one there. I shut the door, and turned to go to the parlor. I had hardly proceeded a yard, before rap, rap, went the knocker again. I hastily opened the door, but no one was to be seen. I concluded that some mischievous boy was disposed to have a little sport at my expense, but as I was not willing to be annoyed with mischief, I shut the door and kept hold of it. Very soon the raps were repeated. I suddenly opened the door; but nobody was to be seen. The evening was dark, and as I stood in the door, the raps were renewed for a few seconds. I stood in astonishment; but upon putting my hand upon the knocker, the mystery was unraveled. I found a string tied to it, and my little persecutor was standing behind one of the pillars of the market, with one end in his hand, operating upon my knocker back way, passed down the door, and went out a hill I got some distance below the lad, when I turned and came up behind him, and took hold of his arm. He was very much alarmed, and began to entreat me to let him go, when the following dialogue took place.

"Well, my lad, thou art amusing thyself at my expense. I want thee to go home with me."

"Oh, you are going to whip me; please let me go, and I will never do so again."

"I will not whip thee, but thou must go home with me."

After repeated assurances that I would not whip him, at length the poor fellow consented; but he had no faith in my promise not to whip him, and went in with the full expectation that he was to be punished. I seated him in the parlor, and took a seat by his side. He was a fine, bright-looking little fellow, about thirteen or fourteen years of age.

I asked him if he went to school.

He replied that he did.

"Canst thou read?" I inquired.

"Yes."

"Well, let us read a few chapters in the Bible."

I opened the Bible, read a chapter, and then gave it to him; and I was much pleased to discover that he could read so well.

We spent about an hour in that manner, when I remarked, that we had spent the evening very pleasantly together, but I now thought it was about time for him to go home.

"If thy father or mother inquires where thou hast been," I said, "tell them that thou hast been spending the evening with me; and when thou feelst an inclination to be a little mischievous, call upon me. I shall always be pleased to see thee."

He left my house rejoicing, and never troubled me afterward.

ISAAC T. HOPPER.

TALE-BEARING IN SCHOOL.

Never encourage in any way the odious practice of tale-bearing in school. It is the foundation often of a habit, that unconsciously follows its possessor to the very end of life, however long, however various, and is everywhere the fruitful source of mischief and misfortune. It becomes, in some souls, a perfect passion. It then works evil for the mere love of evil; rejoicing in the excitation of indignant feeling in one mind, by the gratification of idle curiosity in another. In short,

while yet the habit is ill-established, and malice has no settled predominance in the matter, it is still the fountain of extensive evil. He that is commissioned or in any way encouraged to exercise the functions of a spy over his fellow pupils, will never fail, while he excites their fears, at the same time to wake up against himself a plentiful supply of bitter antipathies. "Children of a larger growth" hate almost instinctively the name, person and character of an informer, and there is no reason to hope that the same thing will not among the members of a school arouse precisely the same feeling. See Proverbs, chapter xxvii. v. 8.

A BEAUTIFUL FIGURE.

Life is beautifully compared to a fountain fed by a thousand streams, that perish if one be dried. It is a silver cord, twisted with a thousand strings, that part a under if g be broken. Frail and thoughtless mortals are surrounded by innumerable dangers, which make it much more strange that they escape so long, than that they sometimes perish suddenly at last. We are mouldering tenements which we inhabit. The seeds of disease are planted in our constitution by nature. The earth and atmosphere whence we draw the breath of life, are impregnated with death—health is made to operate its own destruction. The food that nourishes, contains the elements of decay; the soul that animates it by a vivifying fire, tends to wear it out by its own actions. Death lurks in ambush along our path. Notwithstanding this is the truth, so palpably confirmed by the daily example before our eyes, how little do we lay it to heart! We see our friends and neighbors perish among us, but how seldom does it occur in our thoughts, that our knell shall, perhaps, give the next fruitless warning to the world.—*Guard.*

TEACH YOUR CHILDREN MUSIC.—"You will start at a strange notion of mine: if it appears even a mad one, do not wonder. Had I children, my utmost endeavors should be to make them musicians. Considering I have no ear, nor ever thought of music, the preference seems odd; and yet it is embraced on frequent reflection. In short, madame, as my aim would be to make them happy, I think it the most probable method. It is a resource which will last them their lives unless they grow deaf; it depends on themselves, and not on others; always amuses and soothes, if not consoles; and of all fashionable pleasures it is the cheapest. It is capable of fame and without the danger o' criticism—is susceptible of enthusiasm, without being priest-ridden; and unlike other mortal passions, is sure of being gratified even in heaven.—*Horace Walpole.*

THE MANNER OF DOING A SERVICE TO OTHERS.—When your endeavors are directed towards doing good to an individual, in other words, to do him a service, if there be any option as to the mode or way, consider and observe what mode is most to his taste. If you serve him as you think and say, in a way which is yours, and not his, the value of any service may, by an indefinite amount, be thus reduced: If the action of serving a man not in the way he wishes to be served, be carried to a certain length, it becomes tyranny, not beneficence; an exercise of power for the satisfaction of self-regarding affections, not an act of beneficence for the gratification of the sympathetic or social affections.—*Jeremy Bentham.*

ALL'S FOR THE BEST.

All's for the best; be sanguine and cheerful;
Troubles and sorrow are friends in disguise;
Nothing but Folly goes faithless and fearful;
Courage forever is happy and wise;
All for the best—if a man would but know it;
Providence wishes us all to be blest;
This is no dream of the pundit or poet;
Heaven is gracious, and—All's for the best!

All for the best! set this on your standard,
Soldier of sadness, or pilgrim of love,
Who to the shores of Despair may have wandered,
A way-wearied swallow, or heart-stricken dove:
All for the best!—be a man, but confiding,
Providence tenderly governs the rest,
And the frail bark of His creature is guiding,
Wisely and warily, all for the best.

All for the best! then fling away terrors,
Meet all your fears and your foes in the yan,
Trust like a child, while you strive like a man:
All's for the best!—unbiased, unbounded,
Providence reigns from the East to the West;
And by both wisdom and mercy surrounded,
Hope and be happy that All's for the best.

Tupper.

NEVER GIVE UP.

Never give up! it is wiser and better
Always to hope than once to despair;
Fling off the load of doubt's cankerling fitter,
And break the dark spell of tyrannical care:
Never give up! or your burden may hold you—
Providence kindly has mingled the cup,
And in all trials or troubles, bethink you
The watchword of life must be, never give up.

Never give up! there are chances and changes
Helping the hopeful a hundred to one:
And though the chaos, high wisdom arranges
Ever success—if you'll only hope on.
Never give up! for the wisest is boldest,
Knowing that Providence mingles the cup,
And of all maxims the best as the oldest,
Is the true watchword of never give up!

Never give up! though the grape shot may rattle,
Or the tall thunder-cloud over you burst:
Stand like a rock, and the storm of the battle
Little shall harm you, though doing their worst.
Never give up! if adversity presses,
Providence wisely has mingled the cup,
And the best counsel in all your distresses,
Is the watchword of never give up!

Tupper.

KINDNESS.

Never was a pleasanter moral couched in a sweeter language than the following gem from a sensitive heart:

A little word in kindness spoken,
A motion or a tear,
Has often healed the heart that's broken,
And made a friend sincere.

A word—a look—has crush'd to earth,
Full many a budding flow'r,
Which had a smile but owned its birth,
Would bless life's darkest hour.

Then deem it not an idle thing,
A pleasant word to speak;
The face you wear, the thoughts you bring,
A heart may heal or break.

WILL THERE BE FLOWERS IN HEAVEN?

BY MISS C. W. BARBER.

I sat alone in my school-room. The little busy beings who sat about me all day, had taken their dinner baskets upon their arms, and trudged over the hill, in the paths that led to their several homes. My desk was strewn over with withered wild flowers. Some were the offerings of infantile hands, while others had been brought by the botanical class for analysis. In the recitation of the class, I had dwelt for a longer time that night than I was wont, upon the beauty of the vegetable world, and the goodness and wisdom of its Creator. I spread before them the beautifully tinted corolla of the field lily, and showed them its thread-like stamens crowned with golden anthers, and its curious pistils. From another wild flower I drew the delicate and nicely notched calyx, and explained to them its various uses, and asked if man, with all his boasted powers, had ever planned or executed any thing half so lovely.

I turned over the pages of God's holy word, and read a description of the riches of Solomon, who "one of these" if it is out of our power to make anything as beautiful as the little flower we crush under our feet at every step, should we not be humble?

A breathless interest pervaded the little group, and their voices were more subdued than usual, when they came to wish me "good night."

After the echo of their footsteps had died away, and the room had become silent, I opened a book and began to read. Soon my attention was attracted by a quick light step, and a little girl of five summers stood beside me. Her little pale, sweet face was turned towards me, while her sun bonnet had fallen back, loosing the dark brown curls which strayed in rich profusion around her face and neck.

"I thought Frances had gone home?" said I as I lifted her to a seat beside me. "Is she not afraid her mother will be anxious about her?"

"I thought Miss Barber would tell me about God and the beautiful flowers," she replied, "and I have come back to hear."

She had gathered a bunch of buttercups, and I took them from her little hand, and told her again of their curious structure. I spoke to her of that most beautiful of God's creation, the Moss Rose, and said that He had placed the Magnolia Grandiflora upon our earth to render it more lovely—*more like heaven*.

She caught the idea with enthusiasm. "Will there be flowers in heaven?" she asked.

"There will be every thing which is bright and beautiful there," I replied, "and if flowers can add any thing to the beauty of the golden courts, we shall surely find them there."

"Oh!" said she, "I hope the angels will wear wreaths of them. I am sure I shall love better to look upon them, and hear them sing!"

These were among her last words as I parted from her that evening. The next day Frances was not in her accustomed seat. I inquired for her, and they told me she was not well. I never saw her again. A few days after, her coffin passed my window, covered with a black pall, and followed by a train of mourners. I watched them until they disappeared in the circuitous road which led to the village grave yard, and then I turned away with a sigh, and said,—"Yes, Frances, there are flowers in Heaven, for you are there."

A BEAUTIFUL IMAGE.—A deaf and dumb person being asked to give his idea of forgiveness, took a pencil and wrote—"It is the sweetness which flowers yield when trampled upon."

DISTRICT SCHOOL JOURNAL.

SYRACUSE, OCTOBER 1, 1848.

"WHO EDUCATES YOUR CHILDREN?"

In the year 1800, Bonaparte met the accomplished Madame De Stael, at Copet. She having requested a private audience, spoke to the first Consul of the powerful means afforded by his situation to provide for the happiness of France, and made an eloquent display of her own plans for the accomplishment of that object, which she was desirous to have that giant among great men adopt in his management of public affairs. He heard her patiently, until she had finished her speech, when he coolly asked, "Who educates your Children, Madame?"

What must have been the effect of that very significant question upon the mind of that great woman! She had, in the opinion of the discerning First Consul, neglected the most important of all duties—the education of her children, to waste the energies of her gifted mind upon a fruitless effort to ameliorate the condition of France. Her objects were laudable, but the sacrifice was too great, and therefore she found the most severe rebuke in the question, "Who educates your children?" We have no disposition to censure the course taken by that most accomplished lady, whose writings will ever live to adorn the literature of France. We wish merely to put the same question to every mother in the land, and request her serious consideration of its import. It was one that Madame De Stael, the most learned and accomplished woman of her day, could not answer; she had neglected this first and most binding of obligations, and consequently felt more deeply the sting of self-reproach which Bonaparte's question created. She neglected the education of her children that she might elevate her own position, and shine among the most eminent of French authors. But how is it with mothers in our country? Is it not often the case that the most trivial things upon which the human mind can rest, will interfere with the sublimest of all the duties imposed upon the mother—duties which affect her own happiness and that of her children—duties which, if well performed, will bring the richest reward to society, and confer inestimable blessings upon children and parents.

How often we are told when asking mothers to visit the school, that they have no time, by those who will waste hours in decorating their person to spend an evening at a party? How much time is worse than wasted at home, which should be devoted to the education of their children by those mothers who never inquire about the condition of the school, the character of the Teacher, or the appliances by which their sons and daughters are to be qualified for an honorable and useful career in life? To them we submit the question, "who educates your children?"

The same mother who can deny the child a necessary school book, or suitable reading matter at home and who can refuse to take a well conducted paper for

the improvement of her family, will spend many times their cost for ribbons and gewgaws to meet the arbitrary and foolish demands of fashionable life, and plead the necessity of "keeping up appearances" for her gross perversion of the means God has given her to enrich the minds of those she loves. To such an one we say, when you stand before the glass arranging your useless ornaments, ponder well the question "*who educates your children?*" Cease to deny the proper means of improvement to your family—that you may consume their cost in doing homage to the shrine of fashion. There are thousands who pay the teacher most grudgingly, and ask almost a gratuitous service at his hands, and yet lavish money most freely to gratify a senseless vanity. They act as if the body was of more value than the soul, and as if a pleasure party was worth more to society than a school.

That mother who can find more enjoyment in a dress-displaying, gossip-making assemblage than in the well-conducted school to which her children are sent for instruction, will feel, unless the God of this world has destroyed her sense of maternal obligations, no slight rebuke in the answer she gives to the question "*who educates my children?*"

Would you give a satisfactory answer to this question, go to the school and there learn what are the privileges it affords your children—become acquainted with the Teacher—sustain him by a generous and grateful sympathy, in discharging those duties you have delegated to him, and aid him by liberally providing for the educational wants of your children, and by faithfully devoting your time to their mental and moral improvement when out of school. Act upon common sense principles in this matter, and manifest as much interest in the adorning of the mind as you do for their bodily comfort, and you will be able to render an answer to the question "*WHO EDUCATES YOUR CHILDREN?*" that will satisfy your conscience, and meet the requirements of your obligations to your children and to society.

CRUELTY TO CHILDREN.—There are few continuous acts of wickedness that one could not sooner pardon than the wanton infliction of misery on children; none that rests so heavy on the conscience. To make the period of childhood miserable is a sin which the poor victim, however amiable, cannot forgive. In the very nature of things it is impossible; its effects are enduring. Offences in after life may be expiated—may be overcome by benefits—may be effaced by remorse and atonement, but cruelty to children!—no, it is not in human nature to forgive it; those who are capable of the atrocity, are almost always the most dastardly cowards, and when brought into contact in after life with the victims of their cruelty, endeavor to propitiate forgiveness by the basest servility.

Teachers' Institutes are being held in most of the counties of the State under the provisions of the law for their support, and, as far as we can, learn with increased usefulness.

ORTHOGRAPHY.

Oswego, August 18th, 1844.

EDWARD COOPER, Esq.:—The following letter is from the pen of the late Noah Webster, L. L. D., and as I have never seen his opinion expressed in a more clear and convincing manner on the same subject, I send it to you, according to promise, for insertion in your educational journal, if you think it entitled to that attention. I have the original in my possession, and this is a verbatim copy.

Yours, truly,

GEO. SHEA.

To the Editors of the New York Tribune:

Your correspondent, Old Dilworth, seems not well to understand his subject. He objects to your spelling, but spells *traveler* as two syllables, as though he wanted another *l* to make out the word. Now if he would divide the syllables properly, *trav-el-er*, he would see that another *l* is not wanted.

You have answered his objections very correctly and with judgment.

Old Dilworth' should learn not to write about what he does not fully comprehend. The rule for great number of words, was laid down by Bishop Lowth, seventy or eighty years ago, and was approved by Walker, whose authority seems to have some weight with your correspondent, though I esteem it of little value. But Lowth and Walker did not follow their own rule. I have not only adopted the rule as correct, but have followed it throughout in my books. One thing I claim as my right, that men who undertake to censure what I have done, should *read my rules before they condemn my practice*. There is no English book, spelling book, grammar or dictionary, which presents any uniform or consistent or correct system of orthography. The rules I have adopted for correcting mistakes of English writers may be seen in the following books :

The Elementary Spelling Book, ch. 149, page 157.

School Dictionaries, 12 mo. and 16 mo. in the Prefaces.

Large Dictionaries in 2 vols. octavo, lately published, in the Introduction, p. 49 and 71.

English Edition, in quarto, p. 29.

In the octavo abridgment of my dictionary by Worcester, the rules are not inserted.

In a work now in the Press, I shall publish a brief view of the errors, anomalies and inconsistencies of English authors, in their explanations of the English alphabet, in orthography, in grammar, in definitions and in etymology, that my fellow citizens may be able to see what sort of authorities we have for the *old jargon*, and how many errors we read and teach to our children merely from reverence to those authorities.

N. WEBSTER.

GRADUATES OF COLLEGES.—The following table presents the number of graduates at the recent Commencements of the Colleges of New England, New-York and New Jersey.

Harvard, Mass.,	59	Bowdoin, Me.,	33
Williams, "	43	Waterville, "	6
Amherst, "	32	Columbia, N. Y.	23
Yale, "	89	Union, "	90
Trinity, "	13	Hamilton, "	36
Wesleyan, "	25	Geneva, "	14
Dartmouth, N. H.	51	N. Y. City, "	27
Brown, R. I.	30	Madison, "	15
Vermont, Vt.,	24	New Jersey, N. J.	71
Middlebury, Vt.,	10	Rutgers, "	14

The Mormon Temple, at Nauvoo, is now a College, under the patronage of the Home Missionary Society.

OFFICIAL.

STATE OF NEW YORK, SEC'S OFFICE,
Department of Common Schools,
ALBANY, Sept. 26, 1848.

IN THE MATTER OF THE APPEAL
OF THEODORE HOFFMAN,
vs.
THE TRUSTEES OF DISTRICT NO. 2,
WAWARING, ULSTER COUNTY.

The material facts in this case, as agreed upon, and submitted by the parties, are substantially as follows:

At an adjourned annual meeting of the inhabitants of the district, held at the schoolhouse, July 17, 1848, at 8 o'clock in the evening, a resolution was passed to raise by tax the sum of \$1200, of which, the sum of \$175 should be applied to the erection of a schoolhouse upon Hunkhill, upon a site given to the district; and the sum of \$1025 be applied to the building of an addition to the school-house, and to making necessary alterations in the present building.

In pursuance of this vote the trustees made out their tax list according to law. But before any part of the tax was collected, ~~soma persona~~ considering the sum to be raised quite large, and thinking the amount applied to the erection of a school-house upon Hunkhill too much, requested the trustees to call a special meeting, to take into consideration the propriety of raising the said \$1200 by annual installments.

A special meeting was called for the 4th day of September, at 7 o'clock P. M. The people assembled at the appointed hour, and a vote was taken upon a resolution offered, "That the sum of \$1200, voted on Monday, July 17, 1848, for building an addition to the school-house, and for building a school-house on Hunkhill, be raised by five annual installments." On this resolution the ayes and noes were taken, and only twenty-eight voting in the affirmative, the resolution was lost. Whereupon the meeting adjourned till the next evening at 7 o'clock.

Sept. 5, 1848, at 7 o'clock, the meeting again assembled, and the vote of the preceding evening was reconsidered, and a motion was made and seconded, "That the sum of \$1200, voted on Monday, July 17, 1848, be raised by five annual installments." Upon taking the ayes and noes, there were forty-two in the affirmative, and two in the negative. The number of resident taxable inhabitants in the district being 82, it was decided by the chairman that the motion was carried, and the resolution passed. Two women, Ann Bevier, and Rachael Bevier, voted in the affirmative. The appellant objects to the vote on two grounds: First, because two women were allowed to vote. Second, because a majority of the taxable inhabitants did not vote in the affirmative.

The qualification of voters in school district meetings, is defined in Section 59, Chap. 480, Laws of 1847, (No. 4 School Laws and Forms for 1848.)

"Every male person of full age, residing in any school district, and entitled to hold lands in this State, who owns, or hires, real property in such district subject to taxation for school purposes; and every resident of such district, authorized to vote at town meetings of the town in which such district, or part of district is situated, and who has paid any rate bill for teachers wages in such district within one year preceding, or who owns any personal property liable to be taxed for school purposes in such district, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no others, shall be entitled to vote at any school district meeting, held in such district."

Every person to be a voter in a school district meeting must, therefore, be a male twenty-one years of age,

and a resident of the district. Any person having these three qualifications, and "entitled to hold lands in this State, who owns, or hires real property in such district subject to taxation for school purposes," is a voter.

This clause authorizes aliens, who have declared their intention to become citizens of the United States, and who have filed a certificate of such intention in the office of the Secretary of State, to vote, provided they own or hire real property in the district. It also authorizes tenants of houses or lands subject to taxation in the district, to vote, whether they pay the taxes or not. Legal voters at town meetings, who have paid a rate bill for teacher's wages within one year preceding, are also voters in the district where they reside.

Any person who has a family, and is a legal voter at town meetings, and has personal property liable to be taxed in the district, exceeding fifty dollars in value, exclusive of such as is exempt from execution, is also a voter.

A man without a family, having property exceeding fifty dollars in value, liable to taxation, is also a voter, because his property is none of it exempt from execution.

Hence it follows that wives on ... some cases, aliens, not legal voters at town meetings, may be legal voters at district school meetings; on the other hand, in all cases, legal voters at town meetings, who do not own or hire real property, and who have not personal property exempt from execution exceeding fifty dollars in value, are not legal voters in district school meetings. And as to be "a male of full age, and a resident of the district," is an essential qualification of every voter, women are necessarily denied the privilege of voting in any case.

A district meeting legally called and assembled, may, by a majority of those present and voting, vote to raise four hundred dollars, or less, for the purpose of building a school-house; and also, any sum necessary for the purchase of a site. And if the Town Superintendent shall certify in writing, that a larger sum is necessary for building a school-house, and shall specify the sum, any amount not exceeding the sum so specified, may be raised by a majority of the legal voters present, and voting at the meeting. Section 70, Chapter 480, Laws of 1817.

School districts are not permitted to mortgage, or encumber their school-house lot. But in order to enable a district to raise a large sum of money, without the necessity of laying a tax for the whole of it in one year, Section 71, Chapter 480, Laws of 1847, provides for raising a tax by installments. It is as follows:

"§ 71. Whenever a majority of all the taxable inhabitants of any school district, to be ascertained by taking and recording the ayes and noes of such inhabitants, attending at any annual, special, or adjourned school district meeting legally called, or held shall determine that the sum proposed and provided for in the next preceding section, shall be raised by installments, it shall be the duty of the trustees of such district, and they are hereby authorized, to cause the sum to be levied, raised and collected in equal annual installments, in the same manner, and with the like authority that other school district taxes are raised, levied and collected, and to make out their tax list and warrant, for the collection of such installments, as they become payable, according to the vote of the said inhabitants; but the payment, or collection of the last installment shall not be extended beyond five years from the time such vote was taken; and no vote to levy any such tax shall be reconsidered, except at an adjourned general, or special meeting to be held within thirty days thereafter, and the same majority shall be required for re-consideration as is required to levy such tax."

The words "taxable inhabitants," in this section being used without limitation or qualification, must be construed to mean all who are liable to be taxed,—citizens, aliens, women, minors, residing in the district. The number of taxable inhabitants can be ascertained from the last assessment roll of the town. A majority of such inhabitants to be ascertained by taking and recording the ayes and noes, is necessary to the validity of a vote to raise a tax by installments. But this majority must be made up of *legal* voters, for although this section of the Statute requires a majority of all the taxable inhabitants to have their names recorded in the affirmative, it does not make all the taxable inhabitants *legal* voters for the purposes of such a vote. Who then are *legal* voters under this section? The same persons, and no others, authorised to vote by Section 59, hereinbefore quoted. Neither women, nor minors, nor persons not liable to be taxed, can vote upon the question of raising a tax by installment. Therefore a man who hires a house, and is a legal voter at district meetings in ordinary cases, but who is not on the Assessment Roll, and pays no taxes, cannot vote upon this question. If a man never owned a house, the tenants could not vote upon this question, unless they were assessed for personal property. Non-residents, although taxable, are not such "taxable inhabitants," within the meaning of this section, as to be enumerated in estimating the number of taxable inhabitants in the district, and they are not voters in any case. The tax raised by virtue of this section, must also be raised by *equal* annual installments,—for example: if it be voted to raise one thousand dollars in five equal annual installments the sum to be raised each year must be two hundred dollars, and not as some have supposed two hundred dollars with the interest, that is two hundred and seven dollars at the end of the first year, two hundred and fourteen at the end of the second year, and so on. Trustees and others must therefore make their contracts accordingly.

The votes cast by the women at the meeting held September 5, 1849, were illegal; and the motion to raise said \$1200 by installments, was lost for want of the legal majority.

The District Clerk will record this decision. Given under my hand and the Seal of Office of the Secretary of State.

[L.S.] CHRISTOPHER MORGAN,
Supt. Common Schools.

STATE OF NEW YORK.

SECRETARY'S OFFICE,
Department of Com. Schools. }

ALBANY, July 29, 1848.

The Town Superintendents elected to take their offices on the first day of November, 1848, are requested to report to this department immediately, stating their names, and their post office address.

The y are also requested to direct how the District School Journal for the districts shall be directed, whether to the Town Superintendent, or to the districts; and if to the districts, then to what post office.

CHRISTOPHER MORGAN,
Supt. Com. Schools.

LEISURE.—This leisure is a very pleasant garment to look at, but it is a very bad one to wear. The ruin of millions may be traced to it.

PENS made out of bones are now in use in England and sell at the rate of fifty for 25 cents. They are pronounced to be as flexible as the quill, and far more durable.

EDITOR'S TABLE.

NORTH WESTERN EDUCATIONAL SOCIETY.

This society was organized by a Convention which met in Chicago the 8th of October, 1846. Its object is to concentrate the energies of the active friends of Education in the Northwest, in well directed and systematic efforts to carry out the spirit of that part of the celebrated ordinance of July 13th, 1787, which says : "Religion, Morality and Knowledge being necessary to good government, and the happiness of mankind, SCHOOLS, AND THE MEANS OF EDUCATION, SHALL FOREVER BE ENCOURAGED."

The first Anniversary of this Society was held in Milwaukee on the 21st and 22nd of July, 1847, and the second in Detroit on the 16th and 18th of August last.

In the absence of the President, the meeting was called to order by Hon. Ira Mayhew, Superintendent of Public Instruction for the State of Michigan; and on his motion, Rev. Dr. DUFFIELD was called to the chair, and J. L. ENOS, a graduate of the New-York State Normal School, appointed Secretary.

There read, and the following resolutions, reported by a Committee, were discussed and unanimously adopted :

Resolved, That the system of Free Schools commends itself to our judgment, and that, in the opinion of this society, it is the duty of the several state governments to provide such efficient means for their support as will secure the education of the masses.

Resolved, That, for the better promotion of the interests of common school education, it is the deliberate conviction of this society, formed after mature reflection, based upon the successful results which have followed the establishment of Union Schools, that they ought to be speedily organized in all villages and densely populated portions of the country.

Resolved, That, as all contemplated improvements in popular education must finally depend upon the qualifications of teachers, it is of the first importance that NORMAL SCHOOLS, or institutions for educating teachers, should be made a part of the common school system of each state.

Resolved, That the highest improvement of our common schools, is intimately connected with the prosperity of the higher seminaries; and that the encouragement of educational institutions of all grades, from the primary school to the college, is necessary, both to secure the most thorough preparation on the part of teachers, and to give to the whole people the best education.

Resolved, That the general introduction of Teachers' Institutes promises to be a more available means of elevating immediately the standard of qualifications in teachers, than any other with which we are acquainted; and that we recommend that such institutes be held annually in every county, where suitable teachers can be procured to take charge of them.

Resolved, That this society respectfully invite the attention of the several state legislatures of the states in the North West Territory, to the great importance of Teachers' Institutes, their intimate connection with the welfare of common schools, and the necessity of legislation for their establishment and support.

The letter of Hon. SALEM TOWN, found on page 103 of this number of the Journal, was read and ordered to be published with the proceedings of the Society.

The following constitution was adopted on the second day.

ART. 1. This association is to be called the North Western Educational Society.

ART. 2. The object of the Society shall be the diffusion of Intelligence and Virtue, by advancing the interests of education, but more especially by promoting the cause of public or Common Schools, as primary institutions of learning.

ART. 3. The officers of this society shall be a President, a Vice President, a Recording Secretary, a Corresponding Secretary and a Treasurer, who shall constitute the Executive Board of the society. There shall also be two Vice

Presidents, and a Corresponding Secretary in each of the states of Illinois, Ohio, Indiana, Michigan, Wisconsin and Iowa, and such other states as are or may be represented in the meetings of this society.

ART. 4. The duties of the officers first named, constituting the Executive Board, shall be such as usually pertain to such officers. It shall be the duty of the officers in the other states named, to correspond with the Executive Board in relation to all matters of interest to the society.

ART. 5. The annual meeting of the society for the election of officers, and the transaction of other business, shall be held at such place and time, as shall from time to time be determined by a vote of the society at a regular meeting.

ART. 6. Any person may become a member of this society by subscribing the constitution and paying into the treasury the sum of fifty cents; but females may be admitted by merely subscribing the constitution. Honorary members elected by a vote of the society.

ART. 7. Any state educational society whose object is the advancement of public school education, may, on application, be admitted as auxiliary to this society; and any member of an auxiliary society shall be entitled to all the privileges of this society.

ART. 8. The business of this society shall be conducted in the majority of the members present at any regular meeting, shall be conclusive in all matters except amendments of the constitution.

ART. 9. This constitution may be altered or amended by a vote of two-thirds of the members present at any regular meeting of the society.

It was then moved, that when this society adjourns it adjourn to meet in the city of Cleveland, on the SECOND WEDNESDAY IN AUGUST, 1849.

The committee on officers for the society, then reported the following as the officers of this society for the ensuing year, which was unanimously adopted.

OFFICERS.

PRESIDENT, M. F. COWDERY; Vice Pres't, Ira MAYHEW; Recording Secretary, M. D. LEGGETT; Corresponding Secretary, L. ANDREWS; Treasurer, A. H. BAILY. (Executive Board.)

ILLINOIS.—Vice Presidents, E. W. WENTWORTH, A. G. WILDER; Corresponding Secretary, J. L. ENOS.

INDIANA.—Vice Presidents, E. R. EAMES, CALEB MILLS; Corresponding Secretary, F. P. CUMMINGS.

OHIO.—Vice Presidents, S. ST. JOHN, H. H. BARNEY; Corresponding Secretary, A. D. LOED.

MICHIGAN.—Vice Presidents, GEORGE DUFFIELD, C. T. HINMAN; Corresponding Secretary, Ira MAYHEW.

WISCONSIN.—Vice Presidents, T. M. HOPKINS, T. L. WRIGHT; Corresponding Secretary, O. B. PIERCE.

IOWA.—Vice Presidents, J. C. HOLBROOK, ASA TURNEL; Corresponding Secretary, E. ADAMS.

PENNSYLVANIA.—Vice Presidents, J. T. PECK, C. M. REED; Corresponding Secretary, ANDREW COMSTOCK.

NEW YORK.—Vice Presidents, SALEM TOWN, J. B. THOMSON; Corresponding Secretary, E. COOPER.

RHODE ISLAND.—Vice Presidents, F. WAYLAND, N. BISHOP; Corresponding Secretary, H. BARNARD.

CONNECTICUT.—Vice Presidents, S. TOTTEN, S. OLIN; Corresponding Secretary, G. W. WINCHESTER.

The discussion was then resumed in relation to teachers' institutes, and engaged in by Messrs. PEIRCE, ROUSE, BULLEY, MAYHEW and others. Adjourned to 2 o'clock, P. M.

The debates upon the several resolutions were characterized by ability, and an evident desire to ascertain the best methods of promoting the welfare of mankind by the general diffusion of knowledge. In addition to the resolutions, already given, the following were adopted :

Resolved, That we consider it of the greatest importance that, careful attention be paid to all the laws, which pertain to the comfort, health and happiness of our children and youth; and that too much attention cannot be given to the construction of school houses, the finishing and furnishing of school rooms and the careful ventilation and cleanliness of the same.

Resolved, That we cordially invite the other Educational Societies to attend our next annual meeting in Cleveland, and unite with us in promoting the great object of our several organizations.

Resolved, That we recommend the introduction of vocal music, practical and theoretical, into all our common and higher Schools.

After the adoption of the usual complimentary resolutions, the society appointed delegates to the next anniversary of the *New York State Teachers' Association* as follows:

ILLINOIS.—James L. Eros, and A. G. Wilder.

WISCONSIN.—Oliver B. Peirce, and T. L. Wright.

MICHIGAN.—Ira Mayhew, and W. H. Francis.

OHIO.—I. W. Andrews, and M. F. Cowdery.

IOWA.—J. C. Holbrook, and T. H. Benton, Jr.

INDIANA.—Caleb Mills, and F. P. Cummings.

The meeting was not merely one of great interest to all in attendance, but well calculated to arouse the attention of the entire North Western portion of our country to the subject of popular education. The good fruits of the society are already apparent in the States embraced in its organization, and we hope its most sanguine friends have not anticipated too much from this timely and well directed association.

THE NEW YORK HISTORICAL SOCIETY.—The New-York Historical Society held its regular meeting at the University a few days since. Hor. Luther Bradish presided, and a large number of members were in attendance. A report on the finances of the Society was read by the Domestic Secretary, from which it appears that the receipts for the last three-quarters were \$1,800, and the debt of the Society had been reduced \$100 in that time. The presentation of a collection of Mexican arms and Indian curiosities, by Dr. Jarvis, was then acknowledged, and a vote of thanks returned to this gentleman by the Society.

Notice was made of a proposition to have a survey of the ancient aboriginal remains in the western part of this State. Mr. E. G. Squier engaged to make a survey of the one hundred different mounds and fortifications which have been discovered, for the sum of \$200, and the Smithsonian Institute has agreed to furnish half of this, provided the Historical Society would contribute the rest. The subject was referred to the Executive Committee.

The Foreign Secretary then read the correspondence from Mr. Brodhead, the Secretary of Legation at London, and Mr. Campbell, the Sub-Librarian at the Hague, respecting the original manuscript recently discovered in the archives at the Hague, written in 1626, by Isaac De Rasieres who was Secretary here at that period. This is the earliest written account of the settlement of New-Netherlands.

A translation from the manuscript was read by Mr. Bartlett, giving most curious and interesting account of the settlement, the scenery of the bay at that time, and the manner and habits of the Indians. We learn that the document will shortly be published, and its appearance will be looked for with much interest.

On motion of Mr. Dewitt the thanks of the Society were voted to Mr. Brodhead, Secretary of Legation at London, and to Mr. Carlton, Deputy Librarian at the Hague. After some farther business the Society adjourned.

BOOK REVIEWS.

The Women of the American Revolution, by ELIZABETH ELLET, authoress of the character of Schiller, Country Rambles, &c., in two vols, New York: Baker & Scribner.

History has not dealt fairly with the self-denying and patriotic women of the revolution. The few allusions to female heroism in sharing the hardships and dangers of those soul stirring times with the brave men who achieved

our independence, should not be the only record of such noble devotion to the cause of liberty.

These interesting and tersely written sketches will rescue many a valuable tribute to worth from oblivion, and impart lessons of great value to the daughters of so honored an ancestry.—Among the women whose lives are sketched in these volumes, are Mrs. George Washington, Mrs. John Adams, Mrs. Doct. Warren, Mrs. Baché, (Dr. Franklin's daughter.) Mrs. Gen. Schuyler, Mrs. John Hancock, Mrs. Gen. Gates, and an hundred others. There are, also, portraits of Mrs. Washington, Mrs. Warren, &c. &c.

If Mrs. Ellett could but light upon a mass of correspondence like that of the late venerable Mrs. Sartain, with some of the leading minds of Europe, which was destroyed in MS. only a summer or two since, she would rescue invaluable matter from oblivion. Nor can "the Women of the Revolution" be known to us until these evidences of their minds, when brought in contact with other minds, shall reveal their intellectual force and moral character. A work like that presented by Mrs. Ellett has long been needed to collect the scattered records of their services and embalm their memories where they will be, and should be read by all who would become acquainted with this much neglected, yet deeply interesting field of Revolutionary Biography. Surely all will take great pleasure in studying the character of the woman who had the early training of such men as those who achieved our national existence and founded the glorious institutions of our country.

Sold by Stoddard & Babcock of this city.

SPARK'S ANALYSIS OF THE FRENCH VERBS.—This is a large and elegant chart, containing a complete analysis of the conjugations of the French verbs. It presents the terminations of this difficult and all important class of words so fully and clearly as to impress them upon the memory, and in such an ingenious manner as to give it great value as a map for reference to be used by those who have made considerable progress in the language.

The difficult and dry process of slavishly committing to memory paradigms will be superseded by the more philosophical and interesting methods employed in so classifying both the regular and irregular verbs as to present the derivation and formation of every tense at one view. This process of acquiring a knowledge of the French language, will secure greater accuracy in learning its structure and pronunciation.

We have given considerable time to the examination of this chart, and the details in this analytical manner of teaching French, and do not hesitate to give it the preference over every other system with which we are acquainted.

ROBERT BURNS; as a Poet, and as a Man. By Samuel Tyler, of the Maryland Bar. New York: Baker & Scribner, 1848.

The author introduces the very interesting subject of this volume, by a well written essay, entitled "The Theory of the Beautiful." He then directs attention to the leading characteristic of the poetry of Burns,—its tenderness and sway over the affections. This is followed by an able defence of Burns as a man.

The work is well worth an attentive perusal, and tends to illustrate the value of genius upon human culture.

Sold by Hall & Dickson of this city.

II We are reluctantly compelled to omit an account of the exercises at the late examination of the Normal School until our next.

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1 VOL. OCTAVO.

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412

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Teachers, Superintendents and Committees are respectfully informed by the Publishers.

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